**CURRICULUM MAP Writing 4 Grades 11-12**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 4: Production and Distribution of Writing**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **Grade 11-12 Specific Standard:**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | Students will demonstrate organization and clarity of written expression. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How can the order / flow of ideas mirror the order / flow of life? * What are the advantages to being succinct in a modern world? * How does your writing change based on who is reading it? * How does your writing differ when writing in various styles (letters, emails, text messages)? * Why is it important to have an understanding of audience and purpose for writing to be clear and coherent? * Why are different forms of writing used in different circumstances? * How do you choose how to communicate to different audiences?   **Topical Questions:**   * 4b) What differences would there be between a piece of writing for an English class and the same writing written for a public audience? * 4c) How can we create effectively developed, organized narratives which focus on a task have a clear purpose and have an awareness of their audience? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * The different ways of distributing/publishing student work * That purpose and audience inform organizational approaches | **Students will be able to. . .**   * Identify different ways of publishing student work, such as, newspapers, newsletters, literary magazines, blogs, etc… * Prepare writing models for various audiences, for example, editorials, op-ed, business writing, resumes, cover letters, etc… |
| **CONTENT:** | |
| * Examples/Models of literary analyses * Examples/Models of non-fictional article (op-ed piece, etc.) * Example/Model debate (or legal) briefs. * Historical and Biographical articles on respective authors and texts * Literary Theory (Marxist, Historical Biographical, Feminist Theory, Post Colonialism, Reader Response Criticism) * Excerpts from Aristotle   **Plays**  *A Streetcar Named Desire* by Tennessee Williams  *Death of A Salesman* by Arthur Miller  *The Glass Menagerie* by Tennessee Williams  *The Crucible* by Arthur Miller  *Beyond the Horizon* by Eugene O’Neill  *Fences* by August Wilson  **Novels**  *The Scarlet Letter* by Nathaniel Hawthorne  *One Flew Over the Cuckoo’s Nest* by Ken Kesey  *Ethan Frome* by Edith Wharton  *The Joy Luck Club* by Amy Tan  *The Great Gatsby* by F. Scott Fitzgerald  *Song of Solomon* by Toni Morrison  *Ragtime* by E.L. Doctorow  **Poetry**  “The Lovesong of J. Alfred Prufrock” by T.S. Eliot  Phillis Wheatly  Maya Angelou  Walt Whitman  Alan Ginsburg  Sonnets  Adrienne Rich  **Interviews/Film**  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  *An Inconvenient Truth*  *King Corn*  *The Plow that Broke the Plains*  *The Grapes of Wrath*  *Eyes on the Prize*  **Speeches**  “Sinners in the Eyes of an Angry God” by Jonathan Edwards  “I Have a Dream” by Martin Luther King Jr.  “The Gettysburg Address” by Abraham Lincoln  Lincoln’s Inaugural Speeches  John F. Kennedy’s Inauguration Speech  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  **Nonfiction/Informational Texts**  “The Communist Manifesto” by Karl Marx  “On Keeping a Notebook” by Joan Didion  *Pilgrim at Tinker Creek* by Annie Dillard  “Letter from Birmingham Jail” by Martin Luther King Jr.  “The Way to Rainy Mountain” by N. Scott Momaday | |
| **VOCABULARY:** | |
| Audience, editorials, diction, | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that students will participate in the multiple steps of the writing process (pre-writing, writing, revision, editing, and publishing), and that a self-assessment will be conducted after each phase to ascertain whether or not the student understands (can explain, interpret, apply, gain perspective, empathize, recognize self-knowledge).  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, peer interviews, peer reviewing and critiquing, pair-share, Writing Circles, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned from this research? What don’t I understand yet about my topic? How can I connect what I learned to what I already know? How can I apply what I have learned to my writing? How do my biases influence my writing? What are my strengths? What are my weaknesses? What learning tools/resources would help my writing progress?) | |
| * Students will write a cause and effect essay in which they will compose a clear and concise thesis statement appropriate for this type of essay * Students will write a journalistic essay utilizing the results of student surveys | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Write a journalistic essay utilizing the results of student surveys * Write speeches addressing different audiences * Write op-ed pieces, business letters, resumes, cover letters, etc… | |
| **RESOURCES:** | |
| <http://dictionary.reference.com/writing/styleguide/> | |
| **TECHNOLOGY INTEGRATION:** | |
| Smart Board, Laptops, Blogs, | |